



ANNUAL REPORT

1982 - 1983

Centre for Teaching and Learning Services
McGill University

CENTRE FOR TEACHING AND LEARNING SERVICES

McGill University

Montreal

ANNUAL REPORT

1982-1983

Janet G. Donald, Director



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HIGHLIGHTS OF 1982-1983

EVALUATION

With a major commitment in the University to the cyclical review process, the Centre concentrated resources on preparing guidelines for and making other materials available to faculty who were undergoing or planning for cyclical review. We piloted the cyclical review process in one department and worked with several others in the development of suitable evaluation procedures and instruments. The pilot study made us aware of the need for more precise and detailed measurement and interpretation procedures and we therefore invested time in the development of these ancillary materials.

TEACHING AND LEARNING

We continued to provide services for the diagnosis and improvement of university teaching and extended our interests to learning in clinical and field settings. We also studied curriculum design and analytic skills in a variety of courses. Attention was also paid to students' learning needs in the writing project and the study skills project which was completed this year.

HIGHER EDUCATION

We consulted with individual professors and with departments on their particular needs in higher education and provided resources for projects such as modular instruction, uses of the computer, interdisciplinary studies, and faculty development. Through the Canadian Society for the Study of Higher Education, research interest

groups in various areas of higher education have been formed in a national network. This will further enable us to study the teaching, learning, and evaluation processes in higher education as well as providing access to a national fund of research on all aspects of higher education.

REVIEW OF THE PAST YEAR

GOALS OF THE CENTRE

CTLS is a research and service unit. Research means not only funded research activities such as those reported in the **Academic Activities** section of this report, but also studies aimed at obtaining specific information and solving particular problems. Almost every major consultation and project, consequently, involves research activities.

Service activities may be specifically oriented, such as assisting in the production of an examination for a course or aiding in the design and production of an instructional television series, or they may be general, as in devising a method for developing teaching evaluation procedures in departments or producing a handbook for faculty members on course design. Service often combines research and development. A particular service activity may result from requests by individual faculty members or departments, from a suggestion or request by the Senate Committee on University Teaching and Learning, or from initiative by a member of the Centre staff.

SERVICE ACTIVITIES

Evaluation

Evaluation has occupied a major role in the service activities of the Centre at each of three levels: program, teaching, and learning. This year, with increased emphasis on program review and teaching evaluation across the campus, the Centre devoted resources to the following projects.

Program Evaluation and Cyclical Review Guidelines. A systematic cyclical review of faculties and departments was introduced this year for the purposes of the improvement of programs, the establishment of priorities, and the allocation of resources. In response to this, the Centre undertook the production of guidelines and procedures to assist departments and faculties in developing ways of reviewing their programs. For departmental self-study, a set of guidelines which consisted of the components of programs and departments and sources of information on them was drafted. The guidelines were pilot-tested in a department undergoing cyclical review this past year. A second document describing possible steps in the self-study process for departments is now being developed. Dr. Kathryn Hecht, a professional consultant in evaluation, assisted Janet Donald in drawing up the document on the self-study process.

Teaching Evaluation Components. This study analyzed what faculty members consider to be important elements in teaching evaluation and determined the degree of consistency in the teaching evaluation components chosen by professors. During 1982-1983, we studied teaching evaluation components from major questionnaires, then compared these components with those chosen in 24 different questionnaires by professors in one department. The important areas for teaching evaluation were: organization and clarity, presentation, teacher-student interaction, dynamism, workload, texts and materials, evaluation of student learning, and global impact on students. Janet Donald, Susan Cowan, and Karen Mowbray worked on this project.

Videotapes on Evaluating Teaching. George Geis and Patricia Cranton produced "Evaluating Teaching," a series of four videotapes and an accompanying guidebook designed to introduce faculty members to the evaluation of instruction, to promote informed discussion about the evaluation of teaching, and to offer a model for developing or revising an evaluation plan. Workshops were held to preview these tapes during the year. Interested faculty may see the tapes by contacting the Centre.

Procedures for Course Evaluation Using Class Interviews. This pilot study, conducted by George Geis, Cynthia Weston, Susan Cowan, and Trudy Fournier tested procedures for eliciting evaluation information by means of semi-structured discussions about courses. Students in four different university courses were interviewed to obtain a more detailed course evaluation than could be obtained from traditional student questionnaires. A draft interview format was developed and tested and will be employed more widely in the coming year.

Reliability of Supervisory Assessment of Field Work Instruction. Cynthia Weston, in consultation with members of the School of Social Work, has been conducting a study of supervisors' assessment of student performance and whether it adequately reflects achievement. Janet Donald, with graduate dietitians, has been working on a similar project to assess the validity of the rating scales used in dietetic internship projects.

Evaluating Complex Student Learning. Patricia Cranton completed a guide to the evaluation of psychomotor and affective student learning. The report, Evaluating Complex Student Learning gives guidelines for developing instruments and offers practical hints on how to observe and evaluate student performance.

Evaluation of Student Learning. The study of conceptual learning in sixteen university courses across disciplines was completed this year. In this study, student background knowledge, knowledge of important concepts and relationships among them, and course achievement were compared to see what the best predictors and correlates of achievement were. Each course was attended by a research assistant to study the use of the key concepts in class, and reports on student learning were made to the professors involved. Janet Donald, Allison Bentley, Carol McKeogh, and Barbara Kadanoff were team members in this project.

Teaching and Learning

Three kinds of service activities are carried out to improve teaching and learning in the University. At the most immediate level, professors are assisted in analyzing their teaching skills and then in applying new teaching strategies to their courses. At a second level, we respond to particular needs within the University, such as improved student writing skills. At the third level, we scan the future and attempt to bring worthwhile innovations to the notice of faculty, whether these be technological or interactive.

Teaching Improvement Service. The Teaching Improvement Service is designed to assist faculty in analyzing and improving or polishing their teaching skills. The improvement process involves: (1) identifying instructional strengths and weaknesses by reviewing data from a variety of sources which may include a videotape of one or more class sessions, classroom observation by a consultant, and/or student questionnaire results; (2) selecting teaching strengths or weaknesses on which to

focus; (3) applying specific teaching improvement strategies; and, finally, (4) assessing the effectiveness of those strategies and of the teaching improvement process in general. The process is normally undertaken during a full term by faculty members, with ongoing assistance from a consultant. It is flexible and has proven useful in a variety of teaching situations, including lectures, laboratories, discussion groups, seminars, and clinical training. All data collected are strictly confidential. Susan Cowan should be contacted for this service.

Instructional Design. Patricia Cranton, with the assistance of Cynthia Weston, has been working on a handbook on instructional design. A first draft of a text was completed in December 1982 and field tested with students in Educational Psychology and Counselling.

Teaching and Learning Course. This modularized course developed by the Centre continues to be used by teaching personnel on and off campus. The course is open to persons holding or expecting to hold teaching responsibilities. The modules selected are chosen after consultation with the Course Manager and completion of every three modules is noted on students' transcripts if they register at the Centre in the non-credit course 416-098. For more information, contact Cynthia Weston.

Writing Project. This project, directed by Bob Bracewell, began by cataloguing information on programs at McGill and other universities that are intended to improve student writing skills. With funding from the office of University Teaching and Learning, he investigated how faculties and departments state problems and develop systems to remediate writing problems, as well as the implementation and evaluation of writing standards. A report entitled Writing Courses and Services at McGill was completed this spring and a final report and survey of second-language problems will be completed this summer. Although Professor Bracewell will be returning to the Department of Educational Psychology and Counselling, he will continue to consult on writing skills for the University.

Study Skills. Bruce Shore, in cooperation with Donna Logsdon of the Faculty of Education, concluded an inventory of all services on campus as well as a review of services elsewhere which help students learn, including study skills and remedial services, as well as how to acquire supplementary skills. A survey of undergraduate students' awareness of these services has also been conducted concurrently with a survey of mature students. A report entitled Student Needs and Services: Undergraduate Mature Student Perceptions, is now available, listing the services, student responses, and ideas for services not at present provided which may be of benefit to the university community.

Early Admission Students. Bruce Shore is investigating the social and academic performance of early matriculants at McGill as well as a comparison of early matriculants with early high school leavers with similar measures.

Higher Education in Canada. Janet Donald, with professors of higher education in universities across Canada, has been studying research questions in the field of higher education in Canada. They met to give a symposium in the spring of 1983 and are now in the process of preparing their topics for publication for use in higher education seminars.

Computer Applications in Education Glenn Cartwright, with the assistance of the office of University Teaching and Learning, distributed a questionnaire to McGill users of computer facilities to determine what use is made of computers and what directions the University should take regarding computer education. The data were analyzed and a report published this year.

Consultations

The staff regularly responds to faculty requests for consultation on a wide variety of topics. Such consultations may be as short as a telephone call or continue on a regular basis for a year or more. A sample of the topics covered in our consultations in 1982-83 follows: improving classroom teaching skills; course planning; developing modular instruction units; clarifying objectives; assessing needs for program development; developing questionnaires; interpreting questionnaire data;

utilizing the Teaching Dossier; planning evaluations; evaluating student teaching; evaluating teaching materials; constructing tests; evaluating a pilot system in a program; consulting on instructional uses of the computer; evaluating clinical performance; developing examinations for courses; statistical evaluation of test results; evaluation of amount learned in courses; developing a course catalog for interdisciplinary studies; examining the relationship of learning and cognitive style; and assisting in developing professional curriculum vita.

During the year we consulted with one or more members of these campus units: Agriculture; Biochemistry; Biology; Centre for Second Languages; Chemistry; Communications (Graduate Program); Computer Science; Continuing Education; Dentistry; Developing Area Studies; Economics; Education; Educational Psychology and Counselling; English; Entomology; Geology; German; History; Law; Library Science; Linguistics; Management; Mechanical Engineering; Medicine (Department); Medicine (Faculty); Music; Philosophy; Physical and Occupational Therapy; Psychology; Secondary Education; Sociology; Social Work.

Workshops and Seminars

Workshops and seminars can be designed for particular faculties or departments or are organized for the University as a whole.

Faculty Development. A discussion with Bill Bergquist, 13 October, 1982 (Janet Donald).

Teaching Evaluation Videotapes: Preview of four videotapes on the evaluation of instruction and discussion, 26 October, 1982, 27 January, 13 April, 1983 (George Geis; Patricia Cranton).

Evaluation of Teaching and Learning. Workshop, Faculty of Agriculture, 12 November, 1982 (George Geis; Susan Cowan).

Designing Examinations. Workshop on the construction of multiple choice and essay tests, 15 December, 1982; 15 February, 1983 (Bruce Shore).

Educational Applications of Text Processing Using Script. Workshop for users or potential users of MUSIC/SCRIPT, 17 February, 1983 (Glenn Cartwright).

Computer Assisted Instruction with the CAN-7 Authoring System. Workshop on the CAN-7 system and an introduction to the TEDCAN editor for creating course materials, 3 March, 1983 (Glenn Cartwright).

The Use of Micro Computers in Education. Workshop introduction to micro computers for beginners and their role in education, 17 March, 1983 (Glenn Cartwright).

Did They Fall Asleep at Your Last Presentation? Communicating With Media. Workshop sponsored by Continuing Medical Education, McGill University, presented at the Royal Victoria Hospital, December 1982, and the School of Nursing, McGill University, March 1983 (Cynthia Weston).

Centre staff also provide a limited number of workshops and seminars to other groups in higher education.

The Process of Curriculum Revision. One week workshop, Department of Nursing, Dawson CEGEP, 30 May-2 June, 1982 (Pat Cranton).

Curriculum Diagnosis and Treatment. Invited address presented at the Biennial Conference of the Association of Canadian Faculty of Dentistry, Halifax, 19-20 June, 1982 (George Geis).

Evaluation and Teaching of Complex Performances. Workshop, Clarkson College, Potsdam, New York, December 1982 (George Geis).

Knowledge Structures and Instructional Development. University of Vermont, 29 April, 1983 (Janet Donald).

Resources

The reading room has been used this year by many members of the academic community, including visits from students interested in our holdings. Some of the information in the Reading Room is intended to help students assess or improve their study habits, as well as aiding their research. Included in our specialized collection are journals and newsletters on teaching, learning, and evaluation in higher education. Members of the University community are welcome to make use of the Reading Room during regular office hours.

The Centre also has an extensive collection of publications by Centre faculty which are listed in, and may be ordered from, our Publications List. These publications are available free of charge to the McGill community.

University Committees

Centre staff members serve on various university committees. Frequently there is a match between the charge of the committee and the particular expertise in higher education that a Centre member has.

Glenn Cartwright:

Computer-Based Instructional Research Lab (Director)
Undergraduate Teaching Resources Sub-Committee of Computer Policy Committee

Janet Donald:

Academic Policy and Planning Committee
McGill Association of University Teachers (External Vice-President)
Governing Council, Graduate Program in Communications
Canadian Society for the Study of Higher Education (Liaison Officer to McGill University)
Senate Promotion and Tenure Committee for the Faculty of Management

George Geis:

Committee on Continuing Education
Senate Promotion and Tenure Committee for the Faculty of Medicine
Graduate Program Committee, Department of Educational Psychology
and Counselling

Bruce Shore:

Academic Policy Committee, Faculty of Education
Executive Committee, Faculty of Graduate Studies and Research

ACADEMIC ACTIVITIES

Teaching

The Centre is not a teaching unit in the University; all academic staff are cross-appointed to the Department of Educational Psychology and Counselling. Courses are taught and students supervised under the aegis of the academic department. Information included here is given as general information about the staff.

Graduate students supervised by Centre faculty may be attached to the Centre, if the student is able to devote time to Centre activities, the thesis research is relevant and/or the career planned would be aided by Centre experience. Graduate supervision thus serves two purposes: the training of personnel in teaching, learning, evaluation and research skills, and the provision of additional service to the McGill community.

Courses Taught by Centre Faculty

Bob Bracewell:

Educational Psychology 416-655A: Cognitive Science and Education.

Educational Psychology 416-605B: Research Methods I.

Glenn Cartwright:

Educational Psychology 416-310A: Computer Applications in Education

Educational Psychology 416-641L: The Computer in Education

Susan Cowan:

Educational Psychology 449-581Y: Approaches to Collegial Teaching

Janet Donald:

Educational Psychology 414-670D: Studies in Educational Evaluation

Educational Psychology 414-603D: Advanced Educational Evaluation

George Geis:

Educational Psychology 416-602 (with Jeff Derevensky): Uses of Research Findings in Education
 Educational Psychology 445-588 (with Cynthia Weston): Instructional Design in Higher Education

Bruce Shore

Educational Psychology 414-346: Talented and Gifted Students
 Educational Psychology 416-606: Research Methods II

Cynthia Weston:

Educational Psychology 432-204: Educational Media
 Educational Psychology 432-304: Educational Media II
 Educational Psychology 432-306: Educational Television Production
 Educational Psychology 432-209 (with George Geis): Media and Instructional Design

Supervision by Centre Faculty

In addition to advisees in the Faculty of Education, the academic members of the Centre sponsor and advise a number of graduate students and research assistants whose work is directly related to higher education or who are specifically interested in the activities of a campus centre like CTLS. These include:

J. Allen (MEd., Ed. Psych.): Development of students' cognitive structures.

B. Armour (MEd, Ed. Psych.): A comparative study of post-graduate internship and professional practice in the training of dieticians.

A. Bailin (PhD, English): Knowledge metaphor: some formal semantic properties and their role in literary work.

M. Bhimani (MEd, Ed. Psych.): Evaluation of faculty development activities in CEPEPS.

S. Carey (MA, Ed. Psych.): How verbally able children solve a spatial task.

L. Coffin (MA, Ed. Psych.): Hemisphericity and its effects on learning in a computer-based environment.

- J. Colacci (BA): Bibliography of Instructional Materials
- J. Craig (PhD, Nursing Education): Clinical Instruction of Nurses.
- D. Diener (MA, Ed. Psych.): Computer Rated Learning and its Implications in the Effective Environment.
- M. Dawson (MEd, Special Education): Microcomputers in Special Education.
- E. Deli (BA): Study Skills Project
- K. DeWitt (PhD, Administration and Policy Studies): The effects of two supervisory focuses on rating classroom situations based on six-minute videotape segments.
- A. Dover (MA, Ed. Psych.): Metacognitive processes and problem solving.
- T. Fournier (MA, Ed. Psych.): Text anxiety and the classroom environment in higher education; internship at CTLS.
- S. Gallagher (MEd, Ed. Psych.): Evaluation of affective behaviour of student nurses in the clinical area.
- S. Glazer (MA, Ed. Psych.): Social consequences of educational acceleration.
- J. Gray (MEd, Ed. Psych.): Student perceptions of student and teacher roles at the university.
- M. Grenier (MA, Ed. Psych.): Sibling relations of gifted children.
- C. Guilbert (PhD, Administration and Policy Studies): Characteristics of women in traditional and non-traditional academic fields.
- E. Guilfoyle (MA, Linguistics): Knowledge representations and strategies.
- R. Haddad (BA): Development of students' cognitive structures.
- F. Halliday (MEd, Ed. Psych.): Programs for gifted children.
- R. Howlett (MA, Ed. Psych.): Vocational education in high technology.
- J. Hymovitch (PhD, Ed. Psych.): Creative processes and graduate research.
- R. Janusaitis (MEd, Ed. Psych.): Programs for gifted students.
- K. Kallos (MA, Ed. Psych.): Expectations and achievements of university students.
- D. McAnaney (PhD, Ed. Psych.): The Role of Metalinguistic Awareness

in Comprehension and Production.

C. McKeogh (Communications): Education and communication in education.

E. Maniatis (MA, Ed. Psych.): The examination of elementary school childrens' interaction with a computer-based environment.

D. Martin (MA, Ed. Psych.): Literacy testing.

J. McConnell (MA, Ed. Psych.): Knowledge representations and strategies.

J. Meade: Development of students' cognitive structures.

H. Mizener (MEd, Ed. Psych.): The use of the computer in the humanities.

S. Morgan (MEd, Ed. Psych.): A comparative study of post-graduate internship and professional practice in the training of dieticians.

K. Mowbray (MA, Ed. Psych.): Criteria of good teaching in the university.

E. Moss (PhD, Ed. Psych.): Maternal teaching styles and giftedness.

A. Poland (MEd, Ed. Psych.): Development of curricular materials and summer school for gifted students.

K. Petersen (MA, Ed. Psych.): Gifted children's career decision making.

E. Reinstein (MA, Ed. Psych.): Development of students' cognitive structures.

L. Ross (MA, Ed. Psych.): Assessing the needs of parents of the gifted.

S. Sheinfeld (MA, Ed. Psych.): Computer versus regular modes of instruction (graduated December 1982).

J. Smith (Certificate in Special Education): To be determined.

R. Smith (PhD, Ed. Psych.): Professors' perceptions of their role in relation to teaching.

W. Spurk (MA, Ed. Psych.): The cognitive basis of musical instruction and learning.

T. Trombley (PhD, Ed. Psych.): Analysis of competence in advising students.

S. Woodruff (MA, Ed. Psych.) Evaluation of student skill training programs for college students.

Research

External sources contribute a sizeable sum to Centre research. Much of this funding is derived from the Government of Quebec's Programme de formation de chercheurs et d'action concertée (FCAC). The research frequently and directly serves McGill faculty in addition to contributing to the extension of our knowledge base and the improvement of our services.

Cognitive Processes in Composing and Comprehending Narrative Text (FCAC, \$55 000; 1981-1983). An investigation of the relationship between cognitive processes that underlie both the ability to comprehend and compose meaningful prose, and developmental evolution of these processes with age (Bob Bracewell and Carl Frederiksen).

Improving Student Writing (Educational Development Grant, \$6 000; 1981-1983). Examination of writing situations in the University in order to determine whether students' writing performances meet the expectations of faculty (Bob Bracewell).

Expanding the Parameters of Interactive Computer Applications in Education (FCAC, \$88 796; 1980-1983). A multi-faceted examination of learning with different kinds of computer-assisted instruction. This includes the application of LOGO in a school setting and an investigation of cognitive skills required in learning complex computer tasks like text-editing (Glenn Cartwright and Patricia Cranton).

The Effect of Instructional Development Strategies on Teaching Performance and Student Outcomes (FCAC, \$32 929; 1980-1983). A study of the effectiveness of teaching improvement consultation, based on difficulties encountered and questions raised by the previous year's research (Patricia Cranton).

The Reliability and Validity of ITER (In-Training Evaluation Reports) (R. S. McLaughlin Examination and Research Centre, \$8 000). A study of the evaluation reports used in the Faculty of Medicine and revision based on this evaluation. The ITER is a checklist for evaluating medical students' clinical performance (Patricia Cranton, Dale Dauphinee, and Paul Smith of the Faculty of Medicine).

Learning in the University: Development of Students' Cognitive Structures (FCAC, \$44,362; 1980-1983). The examination of the development of students' cognitive structures at the university level. A detailed analysis of the knowledge structures of professors in courses in different disciplines was used as a base for studying student learning in the university (Janet Donald).

Socialization and the Intellectual Abilities of Gifted Children (FCAC, \$21,454; 1982-1983). The development of social relations and metacognitive thinking in gifted and extremely gifted children, and studying the reciprocal impact of such differences on home, school, and peer relations, especially over time, and how institutions in particular should respond (Bruce Shore, Ron Tali, and Gillian Rejskind).

The Improvement of Instruction in Natural Settings (FCAC, \$38,280; 1983-1985). An examination of instruction in a variety of environments, particularly in natural settings, in order to determine which aspects of the teaching situation affect student learning and student attitude (Patricia Cranton, Janet Donald, and Guy Groen).

Knowledge Representations and Structures (FCAC, \$38,280; 1983-1985). An investigation of the critical and variable attributes of key concepts used in courses across disciplines in the university. Student knowledge of the attributes and relationships of principal concepts in a course will be tested to determine how students represent knowledge in a course and what strategies they employ with reference to this knowledge (Janet Donald).

Publications

Articles and Monographs

BRACEWELL, R. J. Writing Courses and Services at McGill. McGill University, University Teaching and Learning, 1982.

CARTWRIGHT, G. F. Symbiotic minds for the gifted. In Face to Face with Giftedness, B. M. Shore, F. Gagne, S. Larivee, R. H. Tali, and R. E. Tremblay eds. New York, Trillium Press, 1983, pp. 130-137.

— The symbiotic mind. McGill Journal of Education, vol. 18, no. 1, winter 1983, pp. 5-35.

— (E. De Laurentis and G. F. Cartwright). Learning in an Interactive Computer Text-Editing Task Using Computer Synthesized Voice Error Feedback. McGill University, Computer-Based Instructional Research Lab, February 1983.

- TEDCAN: An Intelligent Editor. McGill University, Computer-Based Instructional Research Lab, February 1983.
- Review: The Electronic Classroom, by J. Phipps, McGill Journal of Education, v. 17, no. 3, Fall 1982, pp. 313-314.
- CRANTON, P. A. Evaluating Complex Student Learning. McGill University, Centre for Teaching and Learning Services, 1982.
- (V. Patel and P. A. Cranton). Transfer of student learning in medical education. Journal of Medical Education, v.58, 1983, pp. 126-135.
- (P. A. Cranton and G. L. Geis). Evaluating Teaching: Discussion Guide. McGill University, Centre for Teaching and Learning Services, 1983.
- DONALD, J. G. A critical appraisal of the state of evaluation in higher education in Canada. Assessment and Evaluation in Higher Education, v.7, no. 2, 1982, pp. 108-126.
- Knowledge structures: methods for exploring course content. Journal of Higher Education, v. 54, no. 1, 1983, pp. 31-41.
- The concept of the university teacher. Proceedings of the Eighth International Conference on Improving University Teaching, West Berlin, 1982, pp. 347-354.
- Reviews: History of Academic Psychology in Canada, by Mary S. Wright and Roger C. Myers, The Journal of Educational Thought, v. 17, no. 1, 1983, p. 72; Student Learning in Higher Education, by John D. Wilson, The Canadian Journal of Higher Education, v. xii, no. 3, pp. 88-90.
- SHORE, B. M. Developing a Framework for the Study of Learning Style in High-Level Learning. In Selected Proceedings of the 1981 Major Conference on Student Learning Style and Brain Behavior, J. Keefe, ed., Reston, National Association of Secondary School Principals, 1983.
- Reflections on educating teachers for the gifted. Gifted International, v. 1, no. 1, 1982, pp. 119-127.
- Education of the gifted in Canada: a brief overview. Gifted Education International, v. 1, no. 1, 1982, pp. 40-41.
- Report to the Ministere de l'Education du Quebec, Direction des politiques et plans, Service des plans de developpement, on the education of gifted and talented children in Quebec in the short and medium term. McGill University, December 1982.

- (D. Logsdon and B. M. Shore). Student Needs and Services: Undergraduate and Mature Student Perceptions. McGill University, Centre for Teaching and Learning Services, December, 1982.

Papers, Addresses, and Sessions Chaired

- CARTWRIGHT, G. F. Symbiotic Technology and Education. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1983.
- CRANTON, P. A. Instructional Design Applied to Clinical Teaching. Paper presented at the Canadian Academy of Endodontics, Montreal, 1982.
- A New Video-Tape Series: Evaluating Teaching. Paper presented at the annual conference for Improving College and University Teaching and Administration, Orlando, Florida, 1983.
- (P. A. Cranton and R. Smith). Interpretation of Student Ratings of Instruction: Unit of Analysis. Paper presented at the annual meeting of the American Educational Research Association, Montreal, 1983.
- DONALD, J. G. Professors' and Students' Knowledge Structures: A Comparative Analysis. Symposium presented at the annual meeting of the Canadian Educational Researchers' Association, Ottawa, June 1982.
- L'Evaluation du personnel universitaire. Invited address to the Conseil Superieur de l'Education, Levis, Quebec, December 1982.
- Research on Teaching and Learning. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1983.
- What's Happening in Canada: Research in Postsecondary Education. Organizer of symposium at the American Educational Research Association, Montreal, April 1983.
- New Approaches to Teaching Writing. Chairperson, Eighth International Conference on Improving University Teaching, West Berlin, July 1982.
- Theoretical and Conceptual Issues in Evaluation. Chairperson, joint meeting of the Evaluation Network and Evaluation Research Society, Baltimore, October 1982.
- GEIS, G. L. If All Students Were Learners We Wouldn't Have to Teach: A Look at Adult Education. Invited address presented at the annual conference of the National Society for Performance and Instruction, Detroit, April 1983.

- Basic Concepts/Language of Human Performance Technology. Newcomers' Track presentation, annual conference of the National Society for Performance and Instruction, Detroit, April 1983.
- If Professors are Adults... Symposium paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1983.
- SHORE, B. M. The Teaching Dossier--Presenting Teaching In a Curriculum Vitae. Paper presented at the annual meeting of the Canadian Anthropology and Sociology Association, Ottawa, June 1982.
- Metacognition and the Gifted. Paper presented to the annual meeting of the National Association for Gifted Children, New Orleans, October 1982.
- WESTON, C. B. What I.D. Practitioners in Higher Education Really Do. Paper presented at the annual meeting of the Association for Educational Communications and Technology, New Orleans, January 1983.

Professional Memberships and Committees

Centre faculty have made particular contributions to the following professional organizations during the past year.

Susan Cowan:

Professional Organization and Development Network in Higher Education
(Program Committee and local arrangements)

Janet Donald:

Canadian Society for Studies in Education/Canadian Educational Research Association (Standing Committee on the Promotion of Educational Research)

Canadian Society for the Study of Higher Education (Member of Executive Council; chairperson of Research Exploration and Coordination Committee)

Canadian Evaluation Society (Liaison to Education Societies)

George Geis:

Quebec Association for Adult Learning (Executive Committee)

American Educational Research Association, Division J Newsletter
(Canadian Liaison)

National Society for Performance and Instruction (Member of the Senior
Advisory Panel)

Bruce Shore:

Ministere de l'Education du Quebec (FCAC Research Funds Program,
Jury 6: Education)

Cynthia Weston:

Association for Media and Technology in Education in Canada (Media
Festival Chairperson for 1983 Annual Meeting; Conference Steering
Committee)

Centre faculty maintain membership in a number of professional
organizations and hold offices in several of them. At least one
member of the Centre belonged to each of the following in 1981-82.

American Educational Research Association (AERA)
American Psychological Association, Eastern Psychological Association
Association for Educational Communication and Technology (AECT)
Association for the Gifted (Canada)
Association for Education and Training Technology
Canadian Association of University Teachers (CAUT)
Canadian College of Teachers
Canadian Evaluation Society
Canadian Psychological Association (CPA)
Canadian Society for the Study of Education/ Canadian Educational
Research Association (CERA)
Canadian Society for the Study of Higher Education (CSSHE)
Corporation Professionnelle des psychologues du Quebec
Council for Exceptional Children/The Association for the Gifted
(International)
Evaluation Network
Improving University Teaching (IUT)
National Society for Performance and Instruction (NSPI)
Phi Delta Kappa
Professional and Organizational Development Network (POD)
Psychologists' Association of Alberta
Quebec Association for Adult Learning/ L'Association quebecoise pour
l'education permanente
Sigma Xi

FACULTY AND STAFF

Director

Janet G. Donald, PhD	Associate Professor	3/4 time
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Academic Staff

Robert J. Bracewell, PhD	Assistant Professor	1/2 time
Glenn F. Cartwright, PhD	Associate Professor	1/4 time
Patricia A. Cranton, PhD (on sabbatic leave)	Associate Professor	3/4 time
George L. Geis, PhD	Associate Professor	1/2 time
Bruce M. Shore, PhD	Associate Professor	1/2 time
Cynthia B. Weston, PhD	Assistant Professor	1/4 time

Teaching Improvement Specialist

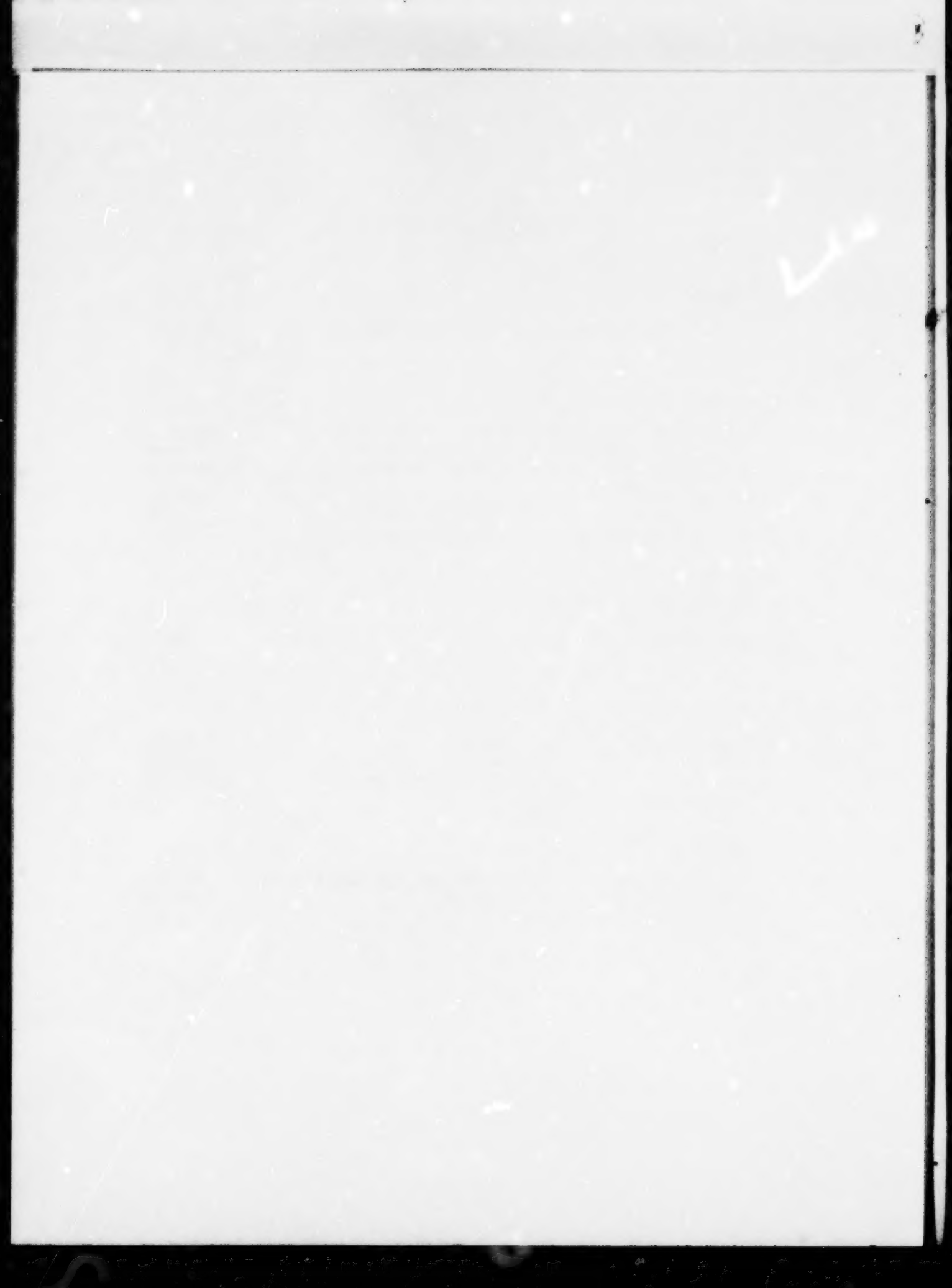
Susan Cowan, MEd		Full-time
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Support Staff

Marie LaRicca	Secretary	Full-time
Jayne Millett	Secretary/Receptionist	Full-time
Anne Sage	Administrative Secretary	Full-time

Technicians

Sean Marrett	Teaching Improvement Technician	Part-time
Dianne Diener, BSc	Librarian	Part-time



EVALUATION OF THE PAST YEAR

EFFECTS OF LAST YEAR'S BUDGET CUTS

The budget cut for 1982-83 most seriously affected support services. Part-time staff such as teaching resource personnel or teaching improvement assistants were not rehired and the secretarial staff assumed responsibility for publications and the reading room. As Centre resource materials are widely used and requested, this constituted a considerable increase in their workload. Rearrangement of the CTLS office and management procedures have led to greater office productivity, and the use of word processing technology has further increased office efficiency. The cut in academic positions was alleviated by the fact that the Centre had retained one academic position which was to be used to support the transfer of faculty from other units to the Centre on a rotating basis. This position has now been eliminated. All contingency and consulting funds for personnel have now also been eliminated and the Centre will not be in a position to hire project assistants. Our research grant funds have brought graduate assistants into the Centre to work on specific projects, but as these funds are specifically earmarked, they could not be used to support university originated projects. One response to this dilemma would be to request funding for assistants from the University for those projects which are considered to be of highest priority to the University.

ACTIVITIES OF THE UNIT AND CLIENTELE SERVED

Project work increased this year and at the Centre's May planning meeting for 1983-84, a table of projects was delineated with those responsible for the projects listed (see Table). The projects were ranked according to their priority in terms of expected time expenditure in the coming year. We continue to act as consultants to the University at large on a confidential basis. There appears to be an increased role on university committees and as resource persons to committees. Because evaluation activities have greatly increased over the past two to three years, there is a proportionately greater demand for our evaluation expertise than for assistance with instructional design. This is a broader, more challenging and difficult role to play. The Centre staff continue to strive for flexibility and for perspective of the University community. For this reason, some of us have developed side interests in the study of the University and its organization and development.

As stated in the prospectus of last year's Annual Report, effort was concentrated on cyclical review procedures which we are still in the process of developing. The draft of the guidelines which was prepared for the self-study process will be examined to determine which criteria are essential or optional to the review process. The self-study procedures now being developed will require pilot-testing in the coming year.

TABLE OF PROJECTS
1982-1983

INSTRUCTIONAL IMPROVEMENT AND COURSE DESIGN	LEARNING	EVALUATION		
		PROGRAM	INSTRUCTIONAL	LEARNING
1	1	1 Self-Study Procedures (DONALD)	TIS (COMAN)	Measures of Achievement and Knowledge Structures (DONALD)
		2 Cyclical Review (DONALD)	Questionnaire Development (COMAN)	Complex Learning (CRANTON)
		Curriculum Review (GEIS; DONALD)	Guide to Questionnaire Development (CRANTON; DONALD)	Reliability of Supervisory Assessment of Field Work (WESTON; CRANTON)
2	2	Student Perceptions of Roles (GEIS; CRANTON)	1 Interviewing Techniques (GEIS; COMAN; WESTON; FOURNIER)	2 Measurement of Analytic Skills (DONALD)
		Student Correlates of Success (DONALD)	Observation Techniques (CRANTON; COMAN; FOURNIER)	3 Test Construction (CRANTON)
		Changing Learner Profiles (ALL)	Cyclical Review - Social Work (WESTON; DONALD)	
2	3	Study Skills (SHORE; LOGSDON)	2 Teaching Criteria and Components (COMAN; DONALD)	
		Writing Project (BRACEWELL)	Interpreting Data (SHORE; DONALD)	
		Videotapes on Note-taking (GEIS; LOGSDON)	Components of Successful Graduate Supervision (SHORE)	
			3 Evaluation Tapes (GEIS; CRANTON)	

We began the study of teaching evaluation components by concentrating on one department which used a variety of teaching evaluation instruments. Our intention is to offer this service to other departments in the coming year, by providing a comparative profile to the standard teaching evaluation forms used. The curriculum review procedures cited in last year's prospectus are more difficult to institute and projects of this kind require major investments of time, thus cannot be entered into lightly. We continue to study alternative means of evaluating teaching and will continue to have project teams working on interviewing and observation techniques and on the interpretation of results.

The measurement of learning is still more a research question than a service question because so little is known about the process in higher education. Our priority projects include attempts to examine how professors evaluate students in regular courses and what it is they are evaluating, how clinical and field work is assessed, and what kinds of analytic skills students are expected to develop. Our interest in learning extends to the study of what is learned, student roles and success rates, changing student characteristics, and study and writing skills.

SUMMARY REVIEW

The major challenge to CTLS would appear to be the improvement of evaluation procedures, particularly of teaching but also of learning, so that a clearer understanding of teaching and learning processes is possible. Underlying this challenge is the communication of new perspectives on teaching and learning. Because the CTLS is a service

unit and is therefore responsive to the needs of the University community, it must remain open and flexible in its priorities. It should, however, to be useful in the long term, continue to develop measurement and evaluation skills and to study the teaching and learning process. We are known for our work in these areas but they are areas which require a great deal more development. We have been fortunate in being in a province which has strongly supported educational research so that we could carry out a variety of projects over the past fourteen years.

In response to the question on envisaged new developments or directions, the table of projects for 1983-84 suggests more than time will allow to accomplish. More staff would enable more of these projects to be completed or studied in detail. The projects are in different ways critical to the future well-being of the University. For example, whether in twenty or five years' time, there will be a greater need to understand the analytic processes underlying the acquisition and utilization of knowledge. Our priorities in response to University needs will, for the next year, undoubtedly continue to be to provide expertise in the measurement and evaluation of programs, of instruction, and of learning. We will continue to work in the areas of teaching competencies and learning skills. On a longer term and broader basis, we will maintain our interest in questions of faculty and university development. The national acceptance by SSHRC of the strategic need for more research in education and higher education will assist us in our continued efforts to improve university teaching and learning.

15 June 1983

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